

CHILD-WELFARE MAGAZINE

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The President's Desk

Many years ago when Frances Willard began her great work for overthrowing the use of liquor, she did not expend her efforts wholly on the grown-ups already set in their ways and opinions. She centered her efforts on the children and enlisted their interest and support. "Tremble, King Alcohol, on Your Throne. We shall grow up." In Chicago she organized a great parade of children each one carrying a banner with the war cry "Tremble, King Alcohol, on your throne—We shall grow up." The warning given then has been realized, for on September 11, by act of the Congress of the United States, the manufacture of whiskey ceased. It has taken nearly half a century to win the battle, but the beginning was made when Frances Willard organized the women of America and of the world to fight against one of the greatest foes to human welfare.

Into the schools all over the land through their efforts the effects of alcohol were taught to little children. Outside in the world they saw countless demonstrations of the effects in homes of poverty and fear, where mothers and children hungry and ill clad trembled with fear because alcohol had dehumanized the father. They saw children in reform schools and institutions because homes had been wrecked by alcohol. They saw the tragedies of crime caused by its use, the fortunes of its producers used to fight every effort for its abolition, and even the Government participating in the financial gain by counting on the tax as a source of its income.

The children of that day have grown up. The great wave of prohibition which has swept over the land had its birth when Frances Willard organized the children to combat King Alcohol.

It is not an accident or just the emergency of war, but the education of long years that has reached fruition in the Act of the present Congress prohibiting the manufacture of whiskey. Not even the plea that great was the need of money to conduct the war prevented the passage of this declaration of freedom from an enemy that has killed as many victims as war can ever claim.

With pride can mothers and all good citizens look with renewed respect on our Federal Government which has freed itself forever from being a partner in licensing and profiting from one of the greatest menaces to law and order, to peace and happiness.

In the rotunda of the Capitol among the marble statues of many noted men stands the statue of Frances Willard, the only woman among them all. A crown of stars reaching beyond our vision would rest upon her head were every child whose life will be better and happier to place one there. Passing in and out of the halls of Congress, our senators and representatives look on the figure of the women whose vision was clear, whose life was given in a battle that has taken years to win—a battle that took courage and faith, that faced ridicule and persecution.

She organized the women of every nation in the World's Christian Temperance Union. When she was called to her eternal home, her victory not yet gained, the faithful army she had organized took up the banner she had carried so long, and without faltering pressed forward. Many allies had been gained and in the final battle men and women fought together for the victory.

The story of this long battle against an enemy strongly entrenched and apparently impregnable has a lesson for every one who is striving for a better world and better opportunities for the children.

For the members of the National Congress of Mothers especially it should bring inspiration and encouragement. What one makes the ideal and guiding principle in the life of a child, in manhood or womanhood blossoms and bears fruit in action. Could one have a better evidence of the value of constructive, purposeful education of children in relation to social conditions which require betterment, than this victory over King Alcohol? It should give new courage to those who are striving in many fields for freedom and righteousness. They may not live to see results, but to have lent a

hand even for a brief time in carrying out the Divine purposes, to have lit torches which other hands will carry when ours no longer have the power, is to have fulfilled the will of the Master.

With renewed consecration should every parent and teacher go forward, assured that what the world will be a generation hence rests principally in their hands.

That our country is moving forward to higher, better standards of life, even under the shadow of a great war, gives encouragement.

Zones of Safety All honor to the Secretary of War and the Secretary of the Navy who have taken a great forward step in the establishment of zones of safety around every camp. All honor, too, to the splendid youth of our land in the fact that 80 per cent. of them rejoice that the old camp followers—vice, liquor, and gambling—can no longer be a recognized part of army life.

Every mother who has given her son to service of the country will feel that it is a country better worth fighting for since the Federal Government has taken so strong a stand for pure living, and is so effective by insisting that where local authorities will not carry out the law the federal authorities will be sent to see that the zone of safety is maintained.

Few women in sheltered homes have known of the temptations that met their sons in army service—temptations that would have had less power when met under home environment and influence, but to which many succumbed, and which gave wounds worse than those received in battle.

Every mother owes gratitude to our Secretaries of War and Navy in taking the higher ground that, instead of permitting all the tempters to evil to ply their trades and then attempting methods of protection, they remove the tempters. It is another declaration of freedom, a pledge to mothers and sweethearts and wives for a single standard of morals.

The clear-eyed earnest youth of America today are gathered to fight for freedom and democracy, and in the fight for that great principle, they are not forgetting that he who conquers the spirit is greater than he who captures a city. The tragic fate of French and Belgian women victims of the war has aroused the honor of all true men. God grant that the standard of honor to womanhood be carried ever beside the American flag, that every American soldier may treat every woman as he would have his mother or sister treated. Officers and men are coöperating to place the army and navy service on a higher plane than ever before.

At the recent Convention of the National Education Association in Portland, Ore., Mrs. Mary C. C. Bradford was elected as president. The Congress of Mothers congratulates her on the election,

Mrs. Mary C. C. Bradford, President N. E. A. and rejoices that one who has so ably aided the National Congress of Mothers and Parent-Teacher Associations, and has done such splendid work as Superintendent of Schools in Colorado, is to lead the greatest educational body in the United States.

We shall hope for a greater impetus to the movement for the organization of parents, since Mrs. Bradford believes that no school can come up to the standard unless it has a Parent-Teacher Association. The standardizing of the Parent-Teacher Associations is also necessary to have the work successful. A Parent-Teacher Association should have all the parents whose children are in the school enlisted as members, and its program should relate exclusively to topics concerning child welfare. It should primarily cover the study of the child, for nothing that is really useful for children can be done unless the child is first understood, and the methods which will best develop him are known.

There is usually a tendency to devote too much time and effort to raising money for victrolas or other adjuncts of the school. Important and useful as these are, it is far better to inspire the school board to supply the equipment of the school, because that is their problem. The Parent-Teacher Association can spend its money and its effort on matters that are of more vital importance.

The National Congress of Mothers has a number of leaflets on Parent-Teacher Associations, which will be sent to those who desire them.

The Washington Branch of the National Congress of Mothers and Parent-Teacher Associations has received valuable coöperation from the Superintendent of Public Instruction, Mrs. Josephine C.

New Bulletin on Parent-Teacher Associations Preston, who has just issued a bulletin on Parent-Teacher Associations of Washington. This bulletin covers all of the valuable suggestions made by the Congress, and gives endorsement in the strongest possible way to the movement.

Already the Superintendent of Schools of Oregon had issued a bulletin on this subject, as have state superintendents in a number of other states.

Every president of a parent-teacher association would be interested in seeing this bulletin just issued.

Rural Schools

By PROFESSOR JOHN C. MUERMAN,
UNITED STATES BUREAU OF EDUCATION.

A study of the rural situation of the United States has been suggested as one of the most necessary things we have to consider at the present time. The situation is so different in different states that what may be really the necessary thing to do in one state may be just exactly the contrary of what is demanded by the communities of other states. I would like to mention just a few of the difficulties that a person meets in community organization.

In some of the thinly settled districts they have only from two to four children to a district; in fact, I have visited schools where they had but one. In the good old state of California they are required to have six children in order to maintain a school district, and in one district several years ago they advertised for a teacher with children, and they got one with four children, in order to have enough children to maintain their school, and when those children grew up they had to seek opportunities for education elsewhere.

In Walla Walla, Wash., the superintendent found that the sparsely settled communities could not get together and have the organization that was desired, so she simply selected a neighborhood where she combined two, three, four and five districts, and the commercial center or the place where they would go for church services she made the real community center. Then she very carefully selected a man to lead the community, and placed him right in this center, consolidating the different districts for social purposes alone. Then she had a committee, very carefully selected from each one of the districts so they were all represented. And out of that central movement that developed in that state there grew the teacher's cottage. I cannot go into that in detail, but that has been well written of in several articles describing the beginning of the work in Walla Walla. It is what is called the Centralized Community Betterment Association.

The second very difficult problem we have to contend with in the rural communities is the foreign element. Take the old state of Oregon, where we would expect to find a good many people born of American parents. At the same time we find there a great foreign element. One little teacher, imbued with the proper spirit of community betterment, called all the parents of her district together (I think she had about thirty-five or forty), and she discovered, to her astonishment, that she could converse in English with only about two of the parents. All seemed willing to help, but unfortunately Esperanto was not known in that community, and she had to

give up what otherwise would have been a very beneficial thing for that district.

A special training is absolutely needed for teachers who go into these foreign settlements. In the first place, they must know something of the conditions under which these children and their parents lived years and years ago, something about the characters of these people, no matter if they happen to come from Russia, Italy or some other foreign country.

Perhaps one of the best examples of the difficulties we have to contend with in our own country is the Mexican problem. It is said that the Mexican is the worst citizen we have to contend with to make him a real good American citizen. I have found a number of these Mexicans living in southern California, New Mexico and Arizona that still hold firmly to the tradition that the country in that section belongs to them and that we did not take it rightfully from them, although they were born under our own flag. It is in Mexican settlements where, I believe, some of the very best work can be done by our American teachers. I have been asked by these people, some of whom are land owners in the United States, "Will you tell me, Professor Muerman, what my boy can do after he finishes college; how many situations are open here in these great states to Mexican children; if our color is not somewhat against us," etc. I could not answer the questions as I should like to answer them. I once met in Texas a young man who had gone through the state university, and before the teachers' association of one of the counties he gave his experiences in Texas. He was quite dark in color. He said that when he first entered the university they questioned him closely, but he answered their questions very well; so they admitted him. Then he said that when he went down to a restaurant they showed him great deference; all the white boys immediately got up and left. He said he thought they were showing him great deference and preference. He had all the room he wanted for some time, until about his junior or senior year, and then the ice was broken. He is working in that section of the country and doing great missionary work.

I believe firmly it is essential we consider and use all that these foreigners bring to us. I have been surprised to find in Arizona that the Mexican children sing very well, and certainly in Sacramento there is a rural school that has, I believe, the finest orchestra that I have ever heard in the United States. The Italian children especially love music. I believe a little more

music in our schools will not permanently injure us as a nation.

And certainly the ideas of art that they bring to us are valuable, and they are right in keeping with the highest ideals we have here.

I have often thought sometimes that we might use teachers returning from the Philippine Islands and Porto Rico. These teachers understand the peculiar customs of the Spanish people that have been instilled in them by Spain, and they can meet the situation as we have it in that southwestern country much better than some of our own teachers.

Next I would like to take up the meeting places, and the first meeting place I think of is the teachers' organization in the country district. And there is the place of the old spelling school that some of us remember. I remember a good many old spelling schools. I remember going twelve miles one time to get a dictionary, but the other fellow got it first. The old school house very frequently was not very well lighted and the fire was not kept up, and the result was that where you possibly had a very good meeting the first night, the second night you did not have quite so good a turn out, and then you wondered why.

Then there is the teacher's cottage. We have about 1,000 in the United States. We have Texas taking the lead with over 200; the state of Washington has 144; Oklahoma has about 70, with a new plan; nearly all the larger lumber companies build these cottages on the rental plan. Several states have taken advantage of the offer of those companies allowing them to build cottages. Usually these cottages have one large room, and in that room the mothers can meet. It is always very well lighted and well kept. Of course the teacher would be ashamed to have a room which would not make a good appearance. I believe this is one means of solving the meeting place problem.

The plan of meeting at various houses around the district is always unsatisfactory, because Mrs. Jones and Mrs. Smith, while they may perhaps be able to entertain, are not able to entertain all the time, and some of the others would like to entertain if they had home conveniences that they were not ashamed of.

Then we have the neighborhood house. Perhaps one of the best examples of this is in Arizona, in the Roosevelt District, the Bogue community hall, not very far from Yuma City.

Then we have the church. The experience of most of those who use the church as a community center has not been very pleasant. While I believe the Good Book tell us that the brethren should dwell together in unity, sometimes the brethren are not mindful of that scriptural admonition, and the sisters say it does not apply to them, so they can do exactly as they please about it.

It is essential that we should have good school grounds where athletics may be well organized,

sustained by a good healthy public spirit that will down the unfair competition and also the professionalism that sometimes enters our athletic field. I believe in elimination by substitution through athletics; I mean, we can eliminate some of the bad features that develop in good healthy, strong-minded children by having them guided and directed by people who understand athletics and the rules.

Here are a few suggestions. The rural problem can never be bettered and never will be bettered until you improve the social features. We never attacked the saloon practically until we found that the real vital element there was the social element. Eliminate that and you have solved the problem. It is the same way exactly with the rural district. And by the way, we have a rural slum just the same as we have a city slum. The example of California I have mentioned several times, because I believe the western country has done much of that work. For awhile I had charge of that section in the bureau, and as a result of that I have lived there longer than in any other part of the country.

The people from the southern part especially of that state are very enthusiastic. Why is it they all tell the same story? Because they have that coöperation, that community spirit that they have built up themselves. They are very proud of it, and why should they not be?

Following this, another point which it seems to me is vital to the success of the parent-teacher organization is an absolutely definite program. Before you start to do a thing have something you are going to do, and do not attempt to do everything at once. So many feel that they must try to solve all the problems in one day or at one meeting or at one time.

First, there is the school library. The library in a district school will never be a success until you stop taking subscriptions and spending money for these little school houses away out in the districts where the books during the summer months evaporate and never come back home again. Unless you can have a good business organization, such as the county library scheme as found in a number of our states, you can never solve the school library problem.

The school grounds need beautifying. The other day I attended a meeting in Virginia where the parent-teacher organization had taken hold of the school grounds in that section, and they are beautifying them very much indeed.

Domestic science outfits, materials, and training are very necessary in the modern school. But, you say, how can this be done by the parent-teacher organization?

I have been told that one parent-teacher organization will pay the coming year \$50 to a teacher, and that teacher will take the \$50 and go this summer to a school and receive instruction in manual training and domestic science.

The next year she receives \$50 additional pay

from the parent-teacher association to instruct the boys and girls in domestic science and manual training.

But, you say, we cannot always in the country districts have a teacher of manual training. Well, follow the example of Maricopa County, Ariz. Under the plan they have there, five counties go together and put up \$100 a month. Those five counties form a union just for that purpose. They pay \$50 a month for instruction in domestic science, the teacher going to each district one day in each week. In that way each district gets the services of the two teachers for \$40 a month, whereas it would of course cost them a great deal more for the full time.

Another point is school lunches. I have been very much interested in what the parent-teacher associations have done in some of the western states. I partook of a school lunch some time ago, where about eleven o'clock a couple of boys went out in a little lean-to, and when the boys came in, two little girls, without any order from the teacher at all, went out in the room and prepared the lunch. One of the little girls came back and whispered something to the teacher, and one little boy very sheepishly walked out—he had not swept up the ashes.

The girls prepared a very, very fine lunch. And I observed that the teacher was giving them lessons in manners, so that one of these country boys would not have to look at his city cousin to see which one of those wonderful instruments of torture to use.

After the dinner was over, two boys, without blushing, put on aprons and washed the dishes. I asked the teacher which one washed the dishes the better, the boys or the girls, and she said it was a stand-off. The dish rag is inspected to see that it is kept clean, and it is just the same for the boys as the girls. That is a woman's suffrage state too, by the way.

Sanitation—that is a whole chapter in itself. When a person starts with a subject of that kind it will hardly admit of any termination.

It is absolutely necessary to have coöperation of all the forces. I have found some excellent leaders in certain communities who, because they belonged to a certain division or clique, would not serve in the very best interests of the parent-teacher association. There is absolutely no use of having two or three different associations doing the same identical thing. If you have a parent-teacher association you do not need an improvement league. You can combine all the energies in one organization, and then something definite may be accomplished.

Effective work may be done in the normal schools in the Department of Rural Sociology. About a fourth or a fifth of the normal schools at the present time have rural school departments. It is right in those departments, it seems

to me, that the parent-teacher organizations might do very effective work by making the professor of rural sociology perfectly familiar with the work of not only the National Congress of Mothers and Parent-Teacher Associations, so that he in turn may give to those rural teachers that he sends out the real spirit of what they must expect when they go to rural communities. I have seen city girls, born and raised under city conditions, who made splendid teachers in rural communities; but they did not go out there with the city attitude, they went out as one of them, and the people looked up to them because of their experience. It is absolutely wrong to say you must always take a country girl and put her in the country district. Not a bit of it. It is necessary to have the rural mind; you can have the city girl rural minded.

Not very long ago in a county superintendent's office in Oregon a lady came in and said, "Mr. Superintendent, we want you to send us another teacher next year, a teacher that will not make fun of us." He asked her what had happened, and she said, "Last year we had two or three girls, and they simply cried their eyes out and we had to take them home. We want a teacher who will come out and take what we can give her." They got just such a teacher there; they have her now for the third year; and they would not part with her. She was a city-bred teacher.

I would suggest programs for the state days, and on those days fly the state flag. I firmly believe that there can be no jealousy among our states, but that each state has a certain history that it would be well for us to give to her children through state program days. Not only that, not only display the flag on that day, but display the state flower—I believe every state in the Union now has a state flower—and also sing the state song. In Texas a short time ago I heard them sing that wonderfully stirring song "The Eyes of Texas Are Upon You." Out in Oregon they sing, "Where Rolls the Oregon;" in Idaho, "Idaho The Gem of the Mountains." It seems to me those songs should live, so that everyone born in the state will be imbued with the spirit of those wonderful songs. And yet I have found it very difficult to make a collection of those songs set to music.

There is no influence so great for good, none that will advance the cause of education more and redirect latent energies so well as a well organized, well managed, carefully conducted parent-teacher organization. The main object is to keep alive the spark of patriotism, just now a good sized flame, only redirect it at the close of the present war, that it may serve to buildup and sustain the very highest ideals and sentiments of true American manhood and womanhood.

A Game with the Adolescent Boy

By M. K. C.

My thirteen-year-old laddie was getting into that restless, know-it-all stage that so many adolescent boys experience. His father said he was a regular smart Alec. His older sister said he was too rude for any use. His mother said he was only a boy, and would outgrow it. I am his mother. He said his sister bossed him around entirely too much. His younger brother was as apt to be "a little shrimp" as anything else. He believed he would go down town with the bunch Saturday night and have some sport. It was then that I woke up, for down town consists of two moving picture shows, two soda fountains bright and sparkling, two cigar stores where boys may loaf and work the punch board, and several street corners, all of which would be just as attractive to my boy as the rest of the bunch.

Something had to be done and done quickly. Of course we could have talked him out of it and postponed the matter for a time, or, as so many parents do, we might have forbidden him to go, and have had a sulky resentful boy on our hands who "would show" us a little later, but neither plan seemed wise, and we realized why so many parents worry about getting the boy safely through this crisis. One day the following plan came to me, and it has been such a success that I want to tell it, in hopes that it may help some other mother that finds herself where I was.

One evening I whispered to the laddie—"Paul, suppose you and I slip off on the nine o'clock car some Sunday morning and spend the day in B—. We'll keep it a secret until time to go, and play a joke on the whole house." His face fairly shone as he said—"Can we? Can we go next Sunday?" I said no, for we would have to save the money for the trip. He volunteered to take it from his savings account, but as he was keeping that for a definite purpose, I wouldn't agree. It must be earned and saved for this particular trip. So we began. Next day his father sent him into town on an errand, and when he came back he said—"Dad gave me a dime to spend and I'll put it into the fund." Saturday he remarked—"I intended going to the

show tonight but I guess I'll put that money into the fund." And the way "the fund" as we always called it, grew, was amazing, all by nickels and dimes, until the required amount was saved. It took us nearly two months to get the amount needed. Then one morning we slipped away, leaving a note to explain. Of course the father and I had talked the matter over, but otherwise it was all a secret.

Now B— is the state capital, and contains many attractions not found in our little town, and although it is only thirty miles away we do not go there very often. We are farmers of very moderate circumstances, and with four children in school, we seldom find time or money for such recreation.

But such a day as we did have! We reached the city in time for the church service, and went where we heard some very fine music. After service we had lunch and then went to call on a boy who was a friend of Paul. He joined us and we went to the natatorium where the boys enjoyed a plunge.

A stroll through the park, a band concert at the state house, lunch and the evening with friends and home on the nine o'clock car, completed the day. It was one of the happiest days of my life. I believe it was the happiest day of Paul's life and there is a tie between us that I am sure the bunch cannot break this year. On our way home we discussed the day and found we still had fifteen cents of our fund left. We immediately deposited that for a beginning of a bigger fund, this to be used for a hunting trip for Paul and his father when the duck season opens, but a secret between Paul and me until then. By the time that trip is over, more than a year will have passed and the boy is being tided happily over the danger line.

A neighbor of mine tried the same plan with her twelve-year-old daughter and said that she found more time and occasions for confidences in the secret game than she could in any other way. Their trip was a two days' outing at a lake resort. The plan is worth everything to me. I hope it may help others.

"Half the world's sorrow comes from the un-wisdom of parents."—Mary Slessor, of Calabar.

The Ideal Toy for Girl or Boy: Interesting Studies by Psychologists into the Comparative Value of Toys

BY FELIX J. KOCH

Remember the old story, back in the school-readers, of the princeling whose fond father purchased a collection of toys embracing every known sort; then bade his son go through the aggregation once—see all—then pick out just one toy of the lot to keep?

Supposing, now, said princeling-royal were accompanied by a student of toy-lore, who would aid him in selecting the one toy which, for years to come, would give him most joy, just which would he bid him take of all the lot?

Latterly psychologists have been delving deep into that question, and the great Professor Slaughter tells us some interesting deductions from results.

"In order to appreciate the part that toys play," he puts it, "it is necessary to look into child-nature. There imagination plays the leading part in all play and in this 'imaginative-play' the child tries to realize an actual fancy. Fancy, you know, changes objects into other things; so little Jack Roosa gets a fancy, and then tries to realize it in his play.

"This use of imagination with toys—in play—is independent of surroundings. An ordinary floor becomes, to the child, a battle-field; a table becomes a train of railway-cars.

"As result, too, an ordinary sofa with upturned head can become a most important pedagogical tool, since the child's imagination can transform it into so many different things to suit its fancy. Stevenson gives us some examples of this sort in his familiar 'Poems of Childhood.'

"Imaginative play is at its best when the child is alone. It must be freed from the interference of the mother or nurse, for these are apt to prove skeptical and to bring in embarrassing inquiries. When that child begins playing to 'show some-one some-thing,' the whole affair ceases to be play and is no longer spontaneous; in fact, it becomes simply acting. If the elders prove unsympathetic, this spoils it by so much the more. The child, you see, passes out of himself in play; he becomes something else, pretending to be say Robinson Crusoe, or what-so-ever.

"Child-play, it is interesting to note, differs from the play of animals in that the dumb creatures always represent themselves; while the child always acts the part of some-one else and this generally in different surroundings. Occasionally a child will insist on maintaining the rôle for a long, long time. So, too, the child will introduce imaginary companions; practically all children, at certain periods, have these, but it is particularly true of an only child. Such will always find himself creating far more imaginary companions than where there are other children

in a family. These companions are consulted and made to do just what the child wants; withal that they seem very real to the child.

"Children, again, prefer to play in more or less remote places; or in places that are screened off; say under a table and the like. The general scene of this play is unimportant; they will talk to anything, a chair,—what you will,—to make it appear as toy and playmate.

"Out of all of which we find that the toys become practically companions of the child in his play and so the question as to what kind of toys the child shall have is a most important one.

"If a child is able to have a great many toys it is obvious that each given toy stands for a given thing and is not made to stand for anything else but *that* thing. If, however, a child have but a few toys it must put each to a great number of uses and develop its imagination accordingly.

"So, too, the more concrete the shape of the toy, the less it develops the imagination. A rocking-chair, for example, can only be a horse to a child and so, psychologically speaking, it is a poorer toy than the sofa aforesaid; which is adaptable to a thousand uses. Soldiers, again, can only represent soldiers; rather than taking on any number of human forms, as a misshapen dog will do.

"Toys, it is found, should cultivate the free use of the imagination and must be a trifle suggestive of the part they're to play in the same. A handful of shells makes wonderful toys, for the child can pretend they are shells, stones, coins, beads, a million things.

"Here, then, there follows an interesting fact: Dolls, it must be noted, are as characteristic of boys' play as of girls'; but, with the boy, the doll period does not last so long. Psychologically speaking, dolls are most useful toys; as they are in human form and so provide a companion who can play endless rôles. The dolls can be addressed by the child with more feeling of success than any other toy allows. The doll, you will find, is generally well-treated by the child, except in moments of rage; when it will be made the object of violent batterings. With the doll, the child brings in imitation and imagination; it is one of the first extensions of the child's self to other things. The doll, too, is taken into the child's most intimate confidence; it represents the child's self-expression becoming actual.

"Again and again you will note how a child will make the doll live over the owner's own experiences. For example, we know of one little girl who would paint her doll to resemble her own condition when gripped by an attack of the measles.

"The question then comes as to what kind of doll is best. Girls play most with dolls at from nine to ten years of age; occasionally, however, the love of dolls will go on until they are fourteen or fifteen. Even then many girls stop only because of a certain shame at being so big and still 'playing with dolls.' Boys, too, often cease at an earlier age only through being 'shamed out of it.' As a result, the doll has become a most important pedagogical instrument; though the psychologist would prefer not a fine doll—which there is fear of spoiling in the playing with—but the old, battered one. The fancy doll, therefore, is against sound psychological and pedagogical ideas. Mrs. Burnett, in fact, found that a child made its best doll from a mere bundle of straw.

"Actually, rubber dolls are the best of all, since these will stand any manner of usage.

"It is still a question at what age the doll-idea passes away. Sometimes after adult activities are taken on the attraction ceases. It is then practically impossible for the person to replace himself in the doll-stage; for with the child the outer and the inner world are not clearly discriminated and fancy is not yet divided off from the reason; while with the adult this is the case.

As matter of fact, the 'doll-idea,' as it is called, never really passes away in women; but the doll-situation can be realized even in most adult age and many a woman likes to save the doll she played with, years before; take it out to fondle, and, though she won't confess it, play with it, as she did in her childhood, three or four decades before."

Self Government in Schools in Its Relation to Moral Character

BY RICHARD WELLING,

CHAIRMAN, NATIONAL SELF GOVERNMENT COMMITTEE.

"When knowledge came with treasure rare,
Teacher mine, oh, Teacher mine.
You taught me how the boon to share,
Teacher mine, oh, Teacher mine.
You led me on in wisdom's ways,
Through pleasant paths and tangled maze,
You cleared the way, dispelled the haze,
Teacher mine, oh, Teacher mine."

It is not easy to find always in one line of a verse exactly what you would most like to have found there. When it came to the verse about "teacher" there were these words: "You taught me how the boon to share."

YOU TAUGHT ME HOW THE BOON TO SHARE.

I do not think of any quality in a teacher that could put into the children the quality of character needed in a democracy better than that one line. It is exactly what the old-fashioned martinet teacher failed to do. He produced an appearance of wonderful discipline; they are all afraid of him. They sit looking straight ahead of them. We had a teacher in New York lately who just as a *tour de force* in the presence of a visiting committee snapped his finger. Everyone looked to the right. Then this finger; heads all turned to the left. He clapped his hands. Faces all were forward. That is nothing in the world but a cheap mechanical trick, rather German in its pedagogical tendency, mechanistic, making of the children machines, not fitting them to live in a democracy, not socializing them, not realizing that they are not fitted to live in a democracy unless they learn in school the "boon to share."

How my committee came into being I can tell you in a word or two—that is the self government committee which establishes some kind of self government in the public schools of the United States, because we realize that the children came from the high schools and from the colleges to the period of the vote with but little idea beyond the fact that politics were rather a dirty business and that they must chase the almighty dollar, keep from being arrested, live within the letter of the law. And some of us who had organized some twenty-three good government clubs, with a membership of ten thousand, found that the young men in these clubs and the young women helping to run the clubs had not any idea that the clubs or that any political activity was or could be for any purpose other than for the old Tammany Hall idea to help each of them get a job. It was a very narrow, short sighted view, and we said, "What can we do about that situation?" We cast about and found the thing which you have all heard of and perhaps some of you are tired hearing about, the George Junior Republic at Freeville; and now there are several in many states where the children governed themselves. We said, "How is this thing done?" Mr. George said, "It can be done very well if you have the children for twenty-four hours of the day, but you cannot do it between nine o'clock and three in the afternoon; that is too short a period."

We finally found the children in one of these schools where we had the spirit of it in its best form, visiting, I might also say "on the sly," that particular bureau in the city of New York which grants repavement to certain badly paved

and very muddy streets. These children, in a school numbering four thousand, had to get to school with clean boots, and pass an inspection. The street was one mass of deep holes, full of slush and mud, and they handed a petition with their own signatures to this body and got the street repaved. "Surely that is a demonstration of the spirit of coöperation, the sense of citizenship and everything that one would like to see in the character of a future voter."

In every school, as is well known, there are some hard cases—not merely the child that loves to play pranks, but the child that is shut up in a shell and the parent comes and talks to the teacher and the teacher says, "I can not get at him; I think he is very shy." There is that shell of something worse than reserve, positively secretiveness.

The child can not seem to limber up, and those principals who have had self government in their schools report to the committee that they find that the impulse to express what is in the child's character becomes overpowering when the school becomes to the child "our school." How can you get that feeling into the school? By no rule of thumb, by no trick, and you can write and preach about it and suggest it to some teachers until doomsday. They know they can not do it. They know that in the last resort the discipline and order that they produce in the school depends upon fear. They would like to have it depend upon something else. They can not; they have not the knack. They can not trust the children. How do we start it? We never start it unless the principal and the corps of teachers frankly say to us "We would like to have it."

We go into a school, and say to the children, "Children, you seem to be behaving rather badly. I have been looking over your penalties. Do you not think you might do better if we placed a considerable measure of this business of conduct regulation in your own hands?" Well, of course, to any child that is a cheery idea, and up go the hands, "Yes, we would like it very much." "You can not have it, and we will not trust you if you will not maintain a certain measure of conduct for a week or month;" and we key them up to a little effort, and we come around and say, "Children, on a certain day you are going to have charge of your conduct. We are going to treat you more like grown men and women, and we are going to retain a veto power in the principal. We are not going to let you make all your rules, and we are not going to let you impose all the punishments that your little shallow judgments may suggest." I will say to you right now that the tendency of children to punish one of their own members is to impose frightful punishments. They would like to hang; they would like to do the most horrible things to one of their number. So it is that they get started and gradually the teacher leaves the room and the president of the class conducts the recitation, and they will study, and they are allowed to

talk a great deal; and this old fashioned semblance of impossible strict order and of looking straight in front of you valued in the school pettigory which I attended for two years, remarked one day, "You need not think those children are studying when they are looking right down upon their book. They are merely giving you an appearance of order. They may not be studying. It is natural that they should talk together; it is natural that they should move and wriggle around and not sit in straight jackets and wriggle around and not sit in straight jackets." Gradually the thing proceeds until they are given more and more power. Doctor Schlockow says: "Let them make some bad blunders. Do not check them; let them learn by their blunders. They will want to do something very foolish. Let them pass a law and see how badly it works, something about how the inkwells shall be filled, something about how the room next to the playground shall be open at lunch time; something about any of the rules of the school, no matter what. Let them interfere." Of course a wise teacher has veto power and consults with the leaders. One of the revelations to the teachers has always been that instead of selecting the bully or the bravado, or the best advertised prank player, the little hero, for leader or mayor or president, almost invariably the children select some quiet and staid little lump of character almost precocious in boys, and balance and fairness and justice; and the teacher has time and again said to me they have met to preside over the school, they have selected as their chief representative the very best child that I would have picked myself. I could not believe that they understood the game so well. We will say that they are going to change the swing in the playground or that they are going to depose one playground commissioner and put in another, some great sense of injustice, some personal thing is touched, and up comes from this little silent child, or from these half dozen that have never been able to respond in class except under lash or order from the principal, out comes some remark explaining the vote or objecting to a vote, and the teacher has over and over again told us "It is the best route along which the children find themselves of any that we know."

We are trying to get Gary Schools in New York, and the parents associations have very properly refused to accept them as handed down from above by the mayor and the Board of Education. They have said, "What about it? We do not understand it. We are not going to vote for it," and the great issue of a Gary School, the self activity, the thing we are all working for, is produced in every branch; my committee only claims to produce self activity in the department and field of order and character development and discipline. The Gary Schools have been condemned by parents associations through sheer ignorance, because the chil-

dren had to go and get their overcoats and carry them from room to room without the slightest perception of the great self activity that was produced in every study all day long in this wonderful system, which I am not here to talk about, but I am pleased to say that the self government plan is the natural fore-runner of and leads to the Gary School.

At the Gary Schools in Indiana, which I visited to study them, I found so few demerits, I found the children's corps had so little to do that I was fairly puzzled, and I said, "But suppose a child did grab a piece of charcoal and draw a picture of an elephant on that beautiful green wall, what would be done to him?" He said, "You do not seem to understand that the child has just painted that wall. It is unthinkable." The child paints the wall, cleans the school, repairs the lintel post which they have broken when they have slid down the banisters, and does everything that will give a child pride in the school. We try to produce that same pride. We do not think we have succeeded until the children say "Our school" with a sense of pride in it.

Tommy Taylor had been in the old-fashioned school where the martinet ruled, where if he did not do right he got a crack over the knuckles or was told to stay in after school. He came one morning to the first self-governed school in New York. He thought they were a lot of dubs. He had never seen such a stupid lot, and inquired what tricks, what pranks, what fun there was to be had. All looked at him. They said, "You are too fresh; you don't seem to understand." He made up his mind he would wake up this school. There was a bust on the right of the principal's hand of George Washington, a large venerable plaster cast; and on the left one of Ben Franklin. He fixed up a sort of halo around George's head, and he very cleverly, with a little camel's hair brush and ink, gave George's eyes an upturned look, a sort of look of prayer and adoration; he dropped both corners of that massive strong mouth, made him look like a man who would be glad to run in a fight. He ruined the whole character teaching as contained in the face of the Father of his Country. Then he went over to Ben Franklin and put a little cigar stump on a pin and stuck it in the right side of his mouth, and he had both eyes squinting over to his right, as much as to say to Georgie, "You fraud, you."

Really it was more than almost anybody could look at and keep a straight face. He then threw a large sheet of white tissue paper over both

George and Ben. The school room opened and the principal stood there, and the president of the class had his position on the right, the children filed in to music and as the door swung to on the right and the left, making a little turn there, the white tissue paper floated off, and there was George in this ridiculous new character and there was Franklin even worse. There was a little bit of hysterical tittering in the front ranks of the school. Tommy Taylor expected that there would be a guffaw and that the teacher would be furious, and that he would stamp and ask, "Who did this?" and hold the entire school then and there and question and find out who played this trick. The teacher looked around and saw it and shrugged his shoulder a little, smiled a half-amused smile, as much as to say: "This is your school and your Washington and your Franklin. Children, it is up to you."

The Taylor's told me about it afterwards. Nothing was done about it that day, and he said they were the worst lot of "slobs" in that school that he had ever been thrown with; that they could not take a joke, and did not know when a fellow did a nervy thing.

The next day a committee of the boys waited on him, told him that they knew it was he that did it, and they had discovered some proof, because of course the detective called in the school itself. You can put "nothing over" in the slang of children if detectives are right there in the bunch; and they told him that that thing was regarded as inexcusably fresh, and that he better realize he would be deprived of the right of citizenship and of his right to vote if he did anything like that again. Those children had learned that the severest punishment they could inflict was to deprive the right of citizenship of one of their number who did anything of that kind. It makes for character building and for moral fiber, the one quality that we all seek in punishment, the instantaneous quality is produced in a school where the public opinion of the place frowns upon anything. The minute a child oversteps that he is conscious in every direction of a species of ostracism and heavy judgment upon him. It makes for coöperation; it teaches for consideration; it socializes the child; it does everything that democracy needs to become a success. Democracy in this country has never been tried until every school has it. Hundreds of schools have it today all over the country. Hundreds are slow to get it, and in teaching democracy it teaches the best kind of Christianity.

Program for Parent-Teacher Associations for October

The Programs given from month to month require the service of three members of the association for each meeting. They develop home talent, at the same time providing papers of educational value in child-nurture. They ensure a high standard for the season's meetings, and awaken wider interest in child-welfare as the members learn of the movement throughout the world.

FIRST TOPIC—PRESIDENT'S DESK—SELF GOVERNMENT IN SCHOOLS.

SECOND TOPIC (To be assigned to another member).

WHAT OTHER PARENT-TEACHER ASSOCIATIONS ARE DOING. See STATE NEWS.

THIRD TOPIC (To be assigned to third member).

CURRENT NEWS OF WORK FOR CHILD-WELFARE, gleaned from all sources, both local and international.

Annual Conventions of State Branches National Congress of Mothers and Parent-Teacher Associations

OHIO—Columbus, Nov. 1, 2, 3.

INDIANA—Evansville, Oct. 26, 27.

NEW YORK—Niagara Falls, Oct. 9-12.

TEXAS—Houston, Nov. 21-24.

NEW JERSEY—Moorestown, Nov.

Work for Child Welfare by Parents and Teachers in National Congress of Mothers and Parent-Teacher Associations

STATE NEWS

IMPORTANT NOTICES

News items from the States must be in the hands of the editorial board by the tenth of the previous month to ensure their appearance in the next magazine. The editorial board earnestly asks attention to the necessity of complying with this rule.

The magazine invites wider correspondence with local circles and associations. Send us reports of what you are doing. It will be helpful to others.

The necessity for brevity will be realized, as space is limited and every month more states send news. News is WORK DONE, OR NEW WORK PLANNED. Communications must be written with ink or typewritten.

The CHILD-WELFARE MAGAZINE offers to every NEW circle of fifty members one year's subscription free provided that with the application for the magazine is enclosed a receipt from state treasurer showing that dues of ten cents per capita have been paid, and second a list of officers and members with their addresses.

This offer is made to aid new circles with their program and to give them the opportunity to become acquainted with the great organized parenthood of America.

Subscribers to CHILD-WELFARE MAGAZINE should notify the publishers before the 15th of the current month if the magazine is not received. Back numbers cannot be furnished unless failure to receive the magazine is immediately noted.

CALIFORNIA

AMERICANIZING FOREIGN MOTHERS

In California, where we have so many of every type of foreigner, we believe in developing the best that is in them. Lace making and those

finer arts are encouraged, and we are proud to see the splendid work the foreign women come into the public schools and do.

The foreign women come and bring the babies, who are wound round and round with little strips of cloth, and when you undress the baby you

have to unwind and unwind until you finally come down to just the dear little baby itself just as it came fresh from God.

Then we take that baby out of its mother's arms and give it a bath. The girls of the seventh and eighth grade rooms are taken into the little day nurseries and are taught to bathe and dress those babies and feed them. We find many of our girls getting married who have never had that experience at all, and we are teaching them down in the day nursery how to bathe and feed babies.

When we have taken these strips or rags off the baby and taken it into the department where the baby clothing is kept and dressed the baby in warm flannels and brought it back to the mother, they ask how we can work night and day, and where we get our reward. We get it then. The sweet smile of gratitude from that mother, whether she can speak the English language or not, is a sufficient reward.

In these schools they not only teach them to sew, but to cook. And at Christmas time when we have a Christmas tree in each one of the foreign schools, they make a specialty of giving every little girl in that school building a doll. It is an object lesson to the foreign mother at home. She sees the doll that the little girl brings home, sees the way it is dressed and then she knows how to dress her child.

FOREIGN FATHERS APPRECIATE AMERICA

We bring foreigners into the high school to give them their second papers, and on those occasions we have different women's clubs as hostess. It has been my privilege to preside twice on that platform, and if I could bring that gathering of foreigners before you this evening I would be glad. It is a roomful of men that have graduated—there is a fascination about it, and they must come back again to see their brothers become citizens. We have had splendid addresses by the judge of the court. The whole room was full of foreigners, and when they came up onto the platform and marched around, these different women's clubs stood up to give them a warm and hearty handshake of welcome into the United States. And the handgrips that I have had from those foreigners I never can forget. And I certainly had my patriotism stirred up by the remarks they made after they reached their seats. Because after we have our music and addresses, then we ask for some remarks from the floor, from these foreigners, and the last time I presided I had a little difficulty getting them started. So I said to them, "Why did you come over to America? Tell me that. What was your first reason?" Nobody spoke. I said, "Can't you think of one reason that prompted you to come?" Finally one foreigner said, "Yes; because it is a free country."

"What did you find free here?" Then they all laughed quite heartily, and one man got up

and said, "I tell you what we find. We find the free school. The child it has the chance."

Then another man got up, and he said, "I show you people here I am a better American citizen than you are. You are born in America. You can't help yourself; you have got to be American. I travel all around the world, and I examine every kind of country, and this is the country of my choice."

Another one followed him, and he said, "I was born with the whip lash over my head, suspended by a hair right here and liable to drop. But now I come to America there is no whip lash here, nothing like that to be afraid of. I fight for this flag," and he drew from his pocket a flag and waved it.

Another one followed him, and said, "I was the bird in the cage, but the door it flew open, and I flew out and am free."

And one after another got on his feet and spoke there the gratitude, the love they had, to think that the United States Government would provide an evening school, after they had longed all their lives for an education and could not get it.

Then what is the next stage? After they get these citizenship papers what do you suppose they do next? They go into other classes where it is pretty difficult to answer their questions. One of the principals of the night schools mentioned the matter to me and asked me to come and speak to those foreigners. I said I was used to being used as a target in the afternoon meetings of the Parent-Teacher Association and to be asked all kinds of questions, but to put me in a class of real students that are going into economical, sociological, and industrial conditions (you would be surprised to see how deeply they go into all these things) for me to stand up there and try to answer their questions was pretty hard. But it brought joy to my heart to go there and see the gray-haired men and women leaning over the desks, trying to learn the American language. Doesn't that encourage you? Doesn't that make you feel glad, to think you threw your doors open to them?

We have made a serious mistake, and we might just as well face it first as last and admit it. We have educated the foreign child way up above the mother. And how does that work out? Why, pretty soon the child begins to look down on the mother, and mother begins to look up to the child. The child has to go downtown and buy the food the family eats, the clothing they wear, and the mother begins to think that is a very important child, and the discipline in that home is lost, and they sometimes get into the juvenile court through the lack of discipline in the home.

So from every point of view it is well to educate the mother with the children. That is one reason we got that home education bill, because we found it was absolutely necessary to get a woman actively working in these homes, who is paid a salary just as teachers inside the buildings are

paid, to go into the homes and build up the character of the homes.

I wish I could tell you more about the foreign work, because it certainly is a fascinating and interesting work. Many of our cities in California are helping the foreign women, and even if we can not speak their language we try to be kindly, for we are mothers too, and no matter what the color of their skins or the language they speak, they are our sisters.

COLORADO

BETTER FILMS

We feel pleased with the results secured in connection with the exhibition of proper pictures. We have, so far, accomplished two extremely important objects. First, we have obviated the necessity for a state censorship board by making definite arrangements with all the film exchanges in Denver to prevent the replacing of prohibited portions of films in reels that had been inspected for Denver's showing by Mrs. Conway. Heretofore we believe these objectionable parts were replaced in reels after they left Denver and were shown throughout the state. This was not done by the large and what might be called the standard exchanges, but by the smaller concerns which were difficult to reach. Under the present arrangements, which we succeeded in bringing about, whenever a section of the film is ordered eliminated by Mrs. Conway, this actual piece of film will be carefully preserved and subject to her orders and inspection at any time. And this action has the unqualified approval of the Denver Film Exchange board of trade which consists of every exchange in the city, which also means the entire Rocky Mountain section because all exchanges are located in Denver. We consider this step a most satisfactory gain for cleaner and better pictures.

Our next accomplishment was a very good start in the movement for the showing on Fridays and Saturdays of only such pictures as we can enthusiastically endorse for ourselves and children. We took an entirely different course from that pursued elsewhere where the movement, to say the least, was not a success. Instead of antagonizing the film exchanges, we sought the help and enthusiastic assistance of a committee of managers in whom we had considerable confidence. We found a technical knowledge of the film business of extreme advantage in avoiding the pitfalls that brought disaster elsewhere. For instance, in looking over our correspondence, our attention was called to the fact that in other places the leaders in the movement were not exactly progressive. They tried to induce exhibitors to show old, uninteresting and worn-out films that lacked financial drawing power as well as attraction for our people. We realized that the pictures produced today are immeasurably superior to those put out even a year ago. The general quality is very much better. The per-

centage of objectional pictures is becoming very much smaller. We discovered that not only could we select modern productions of great interest, beauty and educational value, but they also have a monetary value for the exhibitor which readily shows him the wisdom of exhibiting them rather than the objectionable films.

Our results in this direction have shown only a start, but with the assistance of the Parent-Teacher Associations we will sweep the city and state. We could not at first make definite arrangements with every theatre in the city. Upon your enthusiastic and hearty support of our actions now depends our complete success. We do not want to concentrate on any one theatre but we certainly do want to make the movement so strong that all theatres will be glad to book only films that meet with our approval. This is the first step and the others will take care of themselves, if you will do your share. We are certain we have the coöperation of experienced film people and the organization to bring about wonderful results where others have failed and you are one strong link on which all success depends.

The Denver District, in coöperation with the moving picture men, have had special educational moving pictures for children every Saturday morning for three months in one of our largest moving picture places, "The American." The mothers have chaperoned the children. This has been a great success.

INDIANA

The annual Child-Welfare Conference of the Indiana Branch of the National Congress of Mothers and Parent-Teacher Associations will meet in Evansville, October 26-27. Mrs. Charles W. Wittenbraker is using every effort to make this the largest and most inspirational gathering yet held in Indiana.

Evansville Parent-Teacher Associations are active and much interested in extending hospitality to those who come—and the invitation is to all associations whatever their name, who are working for the welfare of children.

IOWA

In the capital of Iowa, Des Moines, we have many Russian mothers and many Italian mothers. We want to help these women, and in one of our schools we have asked the board of education to give us space to fit up four model rooms. We spent a hundred and fifty dollars showing how a room for very poor people might be abundantly furnished for the comfort of the family. And after school hours, for one hour, from three-thirty to four-thirty we asked the children in the school who had babies in their families to tell their mothers to come and bring the baby.

The visiting nurse gives a demonstration of how to bathe the baby. She talks as she bathes

have to unwind and unwind until you finally come down to just the dear little baby itself just as it came fresh from God.

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The Denver District, in coöperation with the moving picture men, have had special educational moving pictures for children every Saturday morning for three months in one of our largest moving picture places, "The American." The mothers have chaperoned the children. This has been a great success.

INDIANA

The annual Child-Welfare Conference of the Indiana Branch of the National Congress of Mothers and Parent-Teacher Associations will meet in Evansville, October 26-27. Mrs. Charles W. Wittenbraker is using every effort to make this the largest and most inspirational gathering yet held in Indiana.

Evansville Parent-Teacher Associations are active and much interested in extending hospitality to those who come—and the invitation is to all associations whatever their name, who are working for the welfare of children.

IOWA

In the capital of Iowa, Des Moines, we have many Russian mothers and many Italian mothers. We want to help these women, and in one of our schools we have asked the board of education to give us space to fit up four model rooms. We spent a hundred and fifty dollars showing how a room for very poor people might be abundantly furnished for the comfort of the family. And after school hours, for one hour, from three-thirty to four-thirty we asked the children in the school who had babies in their families to tell their mothers to come and bring the baby.

The visiting nurse gives a demonstration of how to bathe the baby. She talks as she bathes

the baby, and the little sister who comes with the mother translates to the mother the things the nurse is telling her. The next time they will prepare a simple meal; they will make some cornmeal porridge, or they will teach them some simple cookery. Then they set a table with a tablecloth; they show them how to place the knife and fork and spoon and the plate and cup, and the mothers will be grouped about these tables and the little sisters will serve the mothers with the tea and wafers, coffee and doughnuts or sandwiches, or whatever they have. An article will be held up and pronounced "coffee," for example and all the women will say "coffee," and the same way with other things. Then the nurse or teacher will tell them something about that, and the little sister translates that.

They have been taught how to make button holes, how to darn stockings, how to lay a pattern on a pair of old trousers and make two pairs of little trousers. They have been taught to make pajamas and underwear out of a man's cast-off underwear. They learn the names of these things. They learn by doing the practical things.

Along with those things are taught some of the common city ordinances. The mothers are taught why the children should not hang on the back of a wagon. They are told why they must not play ball in the street, and many other things. They are taught to sing. Always they salute the flag; always they are made to feel that they belong, that they are a part of the school. And gradually the woman who wore a shawl over her head has adopted the American hat, and goes down town carrying a little hand bag instead of having her dimes and quarters tied up in a handkerchief.

These women are beginning to come to us and sit in our mother's club, and timidly approach the tea table at the refreshment hour in the Parent-Teachers' Association. In that way we are adding our mite to the solution of that great problem.

MISSISSIPPI

Mississippi has 39 Parent-Teacher Associations in membership. Eleven have been formed during the last year. Two are mother's circles. Our rural work is growing rapidly. Numbers of new Parent-Teacher Associations will soon be added to our list. Thrift committee is active. Mother's service for soldiers in camps is started. Out of 84 counties associations have been formed in 26. Great work ahead.

Mrs. H. P. Hughes, Agricultural College, is president; Mrs. G. W. Covington, Hazlehurst, treasurer, and Mrs. Ernest V. Bennett, Natchez, is secretary.

MISSOURI

In Jefferson Barracks, the Y. M. C. A. and the Society of Social Hygiene are doing splendid work. The Council of Mothers' Circle and

Parent-Teacher Association of St. Louis and County is coöperating with the Y. M. C. A. One group of mothers began activities in their tent, July 12. An entertainment was given, a fine musical program was rendered, followed by home-made cake and lemonade. There is no need to tell of the reception given these mothers. Loud applause followed every number. When refreshments were announced, the enthusiasm knew no bounds. The evening was a decided success. Almost a thousand boys spent an enjoyable evening in a wholesome way. One boy said, "If mothers would do this often, it would be easy for a feller to keep straight." This and many similar experiences showed how much this is appreciated, and how much it is needed! This was followed by two more entertainments, July 26 and August 3, with the same success. Hundreds of magazines have been sent to the camp, Victrola records also, and the council expects to provide games and plays. The council is anxious to give one of these entertainments, once a week, and hopes to arouse greater interest under co-operation in this movement.

MONTANA

The parent-teacher work in our state is starting up well, after the little relaxation of the summer. The state presidency the past two years proving too heavy a burden for Mrs. Brockway, she hopes soon to resign in favor of Mrs. H. B. Farnsworth, of Missoula, who has been one of the state vice-presidents, and a great help in the new work. Under Mrs. Farnsworth's able leadership, steady progress may be expected. The State Fair in Helena was again the opportunity for distributing our literature.

NEW JERSEY

We have in New Jersey more immigrant mothers than in some of the other states. Our population has more than doubled itself in the last ten years, and most of the increase has been immigrants. So it has been necessary for us to reach out and do whatever we could for the immigrant mother.

We have realized very clearly that to educate the immigrant mother was the first thing, of course, and we have tried to teach her by having someone go into the home and follow up the work we have done. We prepared a baby-saving exhibit about a year ago, which we sent travelling all over the state and which was shown by the Parent-Teacher Associations; at the same time someone went with it and gave a practical, plain talk to the mothers, telling them just what to do, showing them by pictures, and even by the layette. We had a sample layette made, by the simplest patterns that could be possibly used, the little Gertrude patterns that some of our foreign mothers had never seen.

The foreign mothers are very prone to wrap the baby up in the fall, and only cut it out when

the weather becomes so hot next year that it can not possibly stand any longer the clothes it has worn. Some of them, I think, have remained on for months. They have a great fashion of taking a long piece of muslin and sewing a width or two of flannel around it, and sometimes the petticoat is so full that the child is simply swathed in it. We have been trying to correct that, and show them how to clothe their babies properly.

Then by pictures, by texts, and by charts, we have shown what the care of the baby ought to be; we have a series of pictures on the teeth, which we consider most important. Then we consider the care of the milk that is served in their city. We have a pamphlet which we have used very extensively on the care of the baby, translated into four other languages—German, Italian, Hungarian and Yiddish—which has been used very extensively, and I hope to good advantage.

This year particularly we are advocating the prenatal care of the mother.

All of these things we believe are beginning to count just a little, and we hope that in a very little while we are going to see greater results than we already have.

In a good many of our schools the mothers are almost exclusively foreign mothers. A good many know so little English it is difficult to speak to them, but you can not realize how much they want to know, how much they want to learn. They sit forward and try to grasp every word that is said to them, realizing that we have something for them that they ought to know about, and they are anxious to learn. Because so many of them know very little English, these pamphlets have been translated into their languages and have been of much help to them.

Then we have advocated having a district nurse, even in our smaller towns, where a district nurse has not been thought of very much value before, having her go around and show the mothers what to do and how to do it. I do not think there is a motherhood anywhere in the world that has a greater longing to do the very best for its child than the foreign mother. We American mothers are careful of our children, but not to the extent, I think, that some of the foreign mothers are, and perhaps it is because they know their own inadequacy. I think sometimes they realize more than some of our American mothers do how little they know about the care of the baby. We have a great many Italian families in New Jersey, who come from warmer climates, and are not prepared for our colder climate, and suffer from it until they know how to take care of the children. It is one of the problems, almost the greatest problem, I think, that we have in our state—the immigrant mother.

We are taking the little girls and forming them into leagues, giving them a little button when they can pass a certain examination on things which they are taught—how to care take of the

milk, how to take care of a bottle, how a baby should be fed and when and where, what should be done with it immediately after it is fed. In fact, they are trained just as the mothers are trained. That surely is an important work, because the mother does not have the opportunity always to take care of the baby herself, and the babies are left so often to the care of the little girls, sometimes not more than ten to fourteen years old, and if they know how to take care of the bottle and the milk and how to feed the baby properly it is going to make a tremendous difference in the health of the child as it grows up.

OHIO

The Ohio State Board aims now to meet in different parts of the state. It has met three times since the acting president was obliged to help out the former president, due to the advent of a little son. On her account the first two meetings were held in her city, Cleveland, and the other one in Painsville, very near and yet too far we found for her to come. The State Board has many new people. The burden of everyone's thoughts and time is service work of some kind. In May, several hundred letters were sent out all over Ohio, urging upon all the associations to keep together for service activities, notably gardening, food conservation, Red Cross and soldier work. The response was very fair.

In June Mrs. Sawyer visited the State Teacher's Convention in Cedar Point to get in touch with the school people from the different parts of the state and especially with those from places where we have no associations. She found apparent a very good local interest in mothers' clubs, parent-teacher associations, home and school leagues, child-welfare circles (they call them all sorts of names), in many districts quite new to us, and we, as a state organization, were entirely new to them. On all sides the interest seemed sincere in our coming Convention in Columbus, October 31-November 1-2.

The thing we are most keen upon is organizing real working committees, for that is the test of an association's life—committees that are doing something.

One of the brilliant speakers at the Cedar Point Convention was Mrs. Francis Richard, in charge of Child Literature at the Ohio State Normal at Oxford. Fortunate we were to secure her for the State Chairmanship of that subject. Another honored addition was Mrs. Arnold Green as the head of Social Extension. She is a very popular member of the Cleveland School Board and it has been her hobby for six years to keep open the school buildings, establish night schools and generally make of the schools community centers. The chairman of home economics is Mrs. Chas. Foulk, who used to do the C. S. U. Extension Work, was two years dean of women

at Oxford University, and now has long been giving most of her time for the government to numerous dietetics classes of housewives over the state and conducting municipal canning. Home and school gardens are led by Mrs. Howard Jones, of Circleville, a public-spirited woman from one of our garden and canning centers, and who organized her whole county before she decided to try the state work, and has school children's vegetable and garden shows in the county seat.

Our membership chairman is also a national officer, Mrs. John Francis. She had experience in her husband's wonderful schools of Los Angeles and certainly knows how the associations can be gathered in. However, the other side is great and they took up three hundred of Mr. Hoover's cards to sign and a quantity of canning charts and pamphlets, as the Parent-Teacher Association of Painesville the day before had had our O. S. U. demonstrators with 350 women present. Of course, the demonstrators ran out of literature with such a responsive and wide-awake community—eager for latest canning, drying and preserving data.

Among our new officers is Mrs. Wm. Oxley Thomson, wife of the President of O. S. U. and also a gifted speaker.

By the time the school year opens we hope to have eight or ten committees started.

As a member of the Ohio Woman's Committee of the Council for Defense, the acting president sends out service literature, but that needs no urging, for the hearts of all of us are in that and we are becoming more alive every day to our country's needs and are making them personal, learning our individual worth and responsibility toward doing our "bit."

TEXAS

The Ninth Annual Child-Welfare Conference of the Texas Congress of Mothers and Parent-

Teacher Associations will convene November 21 to 24, 1917, at Houston, Tex.

Two hundred and fifty-two counties in Texas will be holding county teachers' institutes from now on until after Christmas. It is expected this year that every county will have been given the opportunity of establishing parent-teacher associations through the presentation of the work at the institutes by a county chairman or an officer of the congress of mothers. Literature is judiciously given out and a follow-up system generally brings good results. Several teachers have already been instrumental in bringing about the organization of Parent-Teacher Associations and having them enter into membership with the Texas Congress of Mothers, and the national.

The Anti-Vice Committee in the big Lone Star State is working under the direction of the War Department. Their motto is "A White Zone for Texas." This Committee is composed of the presidents of all women's organizations; activities are not confined to war cantonments, recreation for the army boys, etc., but active work throughout the state is causing mothers, especially those who have sons in the army, to do some special effort in making the boys feel that life is worth while—even in the long days of drill and routine of training—in causing them to realize there is something worth the pain of this human struggle. In many instances, parent-teacher associations release their best workers to give greater cooperation in this work. No war is more fundamentally important than the anti-vice work; not only for our soldier boys, but for all of our boys.

An "armless wonder" is known as Judge Quentin Durward Corley of Dallas, who has been our state chairman of Juvenile Court and Probation Department. Judge Corley has been notified that he has been given a patent in England for his "artificial arms." This boon will prove a grateful factor after the war is over and even now the assistance to the unfortunate merits untold appreciation.

"The Meanest Child on Earth"

The tired child whimpered as his mother jerked him by one arm into an elevator. It was plain that his short legs had been taking three steps to her one for hours up and down the long aisles of the big department store.

Shocked women in the elevator gazed in astonishment at the impatient mother.

"What a pretty little boy!" ventured one of them sympathetically.

"Pretty enough when he's asleep," grumbled the mother, "but when he's awake he's the meanest child on earth!"

And all the other women wondered if they

could believe their ears. What endless, needless miseries a 3-year-old must endure at the hands of a mother who could say that!

"The earth is full of anger, the seas are dark with wrath"—which makes it doubly necessary for reasonable human beings to cut down the great score of the world's small unnecessary griefs.

Hundreds of people say they would give their lives to stop the war, but, of course, they can't; but they can reduce the average of human sorrow greatly by being tender in all small ways to all things great and small.